

**Killeen Independent School District**  
**Clear Creek Elementary School**  
**2023-2024 Formative Review with Notes**



# Mission Statement

***Clear Creek staff will plan together expertly and deliberately to teach everyday so that students learn to their maximum potential-no excuses!***

## Vision

***Through the implementation of a full , innovative, rigorous, comprehensive education program Clear Creek will provide superior learning opportunities so that students receive a solid foundation for success in the workforce and/or in higher education.***

***We will empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them as lifelong learners that participate in and contribute to society as good, productive citizens.***

## Core Beliefs

Maximum Effort

Instructional Integrity

Effective Teamwork

Caring Attitude

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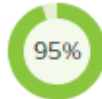
# Goals

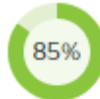



**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.









**Performance Objective 1:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 3rd - 5th grade students approaching, meeting, and mastering grade level performance on STAAR Reading/Language Arts (RLA) (Writing is now embedded) will increase from 72% to at least 75%. The percentage of 3rd grade students scoring at "Meets Grade Level" will increase by at least 3 percentage points on STAAR RLA. Reading MAP & CUA summary scores for students in K-2 will increase to the 1st quartile when measured against other KISD elementary schools. Reading MAP scores will show K-2 students met Grade-Level Projected Norms. (All above reading objectives include all student sub groups such as ELL, SPED, At-Risk, Economically Disadvantaged, GT, etc.)

## HB3 Goal

**Evaluation Data Sources:** STAAR Data:  
 % Approaches Grade Level Standard  
 % Meets Grade Level Standard  
 % Masters Grade Level Standard  
 MAP Scores

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teaching staff will collaborate in their grade levels on Wednesday's grade level planning, during PLCs, half day grade level planning each quarter, and on district planning days, utilizing district-developed YAG, GRR lesson format, CUAs and RLA STAAR-released tests to deliberately plan student lessons that ensure students learn all grade level Reading/Writing TEKS at the necessary rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in Reading standards as measured by CUAs, MAPs, F&amp;P, STAAR, and teacher created assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, GLL</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are showing progress with strategy. Writing Wall is up and in active use. PLCs and Data protocols are happening on a consistent basis.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Consistent progress continues.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p>N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will focus on developing and implementing reading and writing lessons through the lens of the Literacy Framework - read aloud, small group, shared reading, independent reading, and Benchmark Phonics study to increase student achievement in reading comprehension, vocabulary, fluency, phonemic awareness and phonics. During instruction teachers will utilize a combination of instruction in reading, writing, speaking and listening through whole group, small group, 1:1 instruction and enrichment groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in ELAR as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS, class performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Showing consistent progress. CUA protocols are consistently happening in PLCs to inform intervention and objectives for spiraling. Grade levels are also focusing on intentionally adding enrichment groups during intervention time.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> showing consistent progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p>N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will focus on developing and implementing reading lessons through the lens of the Literacy Framework incorporating District-provided, research-based programs such as Istation (Reading), Comprehension Toolkit, Empowering Writers, and Benchmark Phonics instruction for K-3, all through the lens of GRR framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement ELAR as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, GLL</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Showing consistent progress. Teachers are being diligent in making sure that students are provided adequate time Istation. Teachers in K - 3 are using Benchmark Phonics as a primary means for teaching phonics on a daily basis.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> showing consistent progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p>N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Monitor and coach teaching staff as they implement standards-based, aligned ELAR instruction through the Gradual Release of Responsibility instructional model, planning for instruction. The CIS in conjunction with other campus leadership, through review of lesson plans, walk-throughs and through PLC discussion and lesson modeling will ensure all teachers are effectively using Empowering Writers and literacy framework to teach reading and writing curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in ELAR content as measured by grade level created assessments, MAP and STAAR. Eight Walkthroughs/Coaching per teacher</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Showing consistent progress. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Showing consistent progress. </p> <p><b>Mar</b> <b>March Evidence of Progress</b> N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Special Education and general education staff, as collaborative-teaching partners, will have time to plan together to ensure the achievement gap between general education and special education students continues to close. (SPED team will also have a common PLC time)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance of special education students as well as general education students in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Campus Special Programs Facilitator, GLLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> SPED teams plan together during their own common PLC times on Wednesday. SPED teachers and aides collaborate with general education teachers frequently and push into the classrooms to be collaborative partners in the learning. </p> <p><b>Jan</b> <b>January Evidence of Progress</b> showing consistent progress </p> <p><b>Mar</b> <b>March Evidence of Progress</b> N/A</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 2:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 3rd -5th grade students approaching, meeting, and mastering grade level performance on Math STAAR will increase from a collective 60% to 63% or more. The percentage of 3rd grade students scoring at "Meets Grade Level" will increase by two percentage points on STAAR Math.

Math MAP and CUA scores for students in K-2 will increase to the 1st quartile when measured against other KISD elementary schools. Math MAP scores will show K-2 students met Grade-Level Projected Norms.

(All above math objectives include student sub groups SPED, ELL, GT and At-Risk)

**HB3 Goal**



**Evaluation Data Sources:** STAAR Data:





% Approaches Grade Level Standard

% Meets Grade Level Standard









% Masters Grade Level Standard

MAP Scores

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> During math time, students will learn to make and use a 120s chart, a multiplication chart and other tools such as a KFC (What do I know? What do I need to find? Special considerations? cartoon? ) chart - as problem-solving strategies. 3rd, 4th and 5th grade will use guided math on a consistent basis during the math block.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student ability to independently incorporate charts for math problem solving; increased student achievement as measured by CUAs, teacher created assessments, STAAR, and teacher feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Math Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> showing progress. 3rd - 5th grade are using Guided Math on a consistent basis. 2nd grade teachers would to have training on Guided Math. All grade levels are teaching students to use problem strategies and practice daily.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> showing consistent progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> A math interventionist, an at-risk interventionist, 5 intervention aides and 2 tutors will work with students at risk of failure during school intervention time and after school, if needed. During the day an intervention time will be provided; teachers, interventionists, aides and tutors will form swoop teams to provide intervention and HB4545 services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in Math Standards as measured by CUAs, MAP, STAAR, grade level/teacher created assessments, and class performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Interventionists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   continuing to make progress. We have an ELAR and Math interventionist, 4 intervention aides and have not been able to hire tutors as of yet. Leadership continues the search for these staff members. Intervention teams have been created with this team and grade level teams. They move through the master schedule making a larger team of teachers for intervention during intervention times throughout the day. HB1416 (formerly HB4545) students are added in during this time.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continuing to make progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The CIS in conjunction with the math interventionist, through review of lesson plans, walk-throughs and through PLC discussion will ensure all teachers are effectively using math resources. Both the CIS and Interventionist will use the data to develop teaching points for supporting teachers in using best practices when teaching math. They will discuss the teaching point in a pre-conference, then model the expected lesson followed by a post-conference if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher efficacy in using campus resources when planning and teaching math curriculum. Increased student achievement in Math Standards as measured by CUAs, MAP, STAAR, teacher created assessments, class performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Math Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Making progress. Veteran teachers have expressed the need for modeling in their classrooms as well. CIS and interventionists/coaches have been heavy in new teacher classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continuous progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> During grade level PLCs, Wednesday's grade level planning, on district planning days, during half day planning each quarter teachers will focus on developing math lesson plans through lens of the GRR and in teaching mathematical concepts concretely, pictorially, and abstractly in whole group, small group and 1:1.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in math as measured by CUAs, CIRCLE, MAP, STAAR, teacher created assessments and class performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Math Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   making consistent progress. Weekly PLCs are happening on a consistent basis. Teachers are being diligent in making sure that students are provided adequate time STMath during the week and using Guided Math strategies for teaching Math. Teachers in grades 2 - 5 are planning in Lone Star Math Spirals daily as well.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   making consistent progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Math Interventionist and At-Risk Interventionist will continue to provide ongoing support to teachers and students by providing intervention for struggling students. Math Interventionist will also work with teachers on effective planning and do model lessons in classrooms for teachers struggling to implement specific strategies, such as Guided Math. Professional development will be provided to build the capacity of the Interventionists to equip them for this work.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in Math as measured by CUAs, MAP, STAAR, grade level created assessments, class performance and teacher feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Math Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Showing continued progress. Interventionists as well SPED teachers &amp; aides are collaborating with general education teachers to share knowledge and strategies to improve ALL student math knowledge. Veteran teachers have expressed the need for more modeling in their classrooms as CIS and coaches have been heavy in new teacher classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 3:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 5th grade students approaching, meeting, and mastering grade level performance on Science STAAR will increase from 44% to 50% or more.

Science MAP and/or CUA scores for students in 3rd - 5th will increase to the 1st quartile when measured against other KISD elementary schools. Spring Science MAP scores for grades 3 - 5 will show that students met Grade-Level Norms Projected Growth.

(All above science objectives include student sub groups ELL, SPED, GT and At-Risk.)

**HB3 Goal**


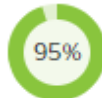
**Evaluation Data Sources:** STAAR Data:









% Approaches Grade Level Standard

% Meets Grade Level Standard

% Masters Grade Level Standard

MAP Scores

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teaching staff will collaborate in their grade levels on Wednesday's grade level planning, during PLCs, half day grade level planning each quarter, and on district planning days, utilizing district-developed YAG, GRR lesson format, CUAs and Science STAAR-released tests to deliberately plan student lessons that ensure students learn all grade level Science TEKS at the necessary rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in Science as measured by CUA, Class performance, teacher created assessments, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, GLLs, mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Weekly PLCs are happening on a consistent basis for all departments. 4th grade teachers expressed the desire for a summative district Science assessment, MAPS to be exact.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> continued progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>


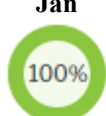
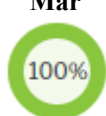

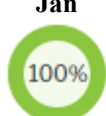
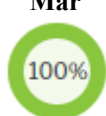

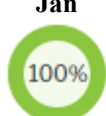
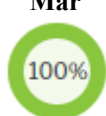
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Science supplies and materials will be stored in a common area to ensure that teachers in all grade levels are able to create science labs in their classrooms for hands on science learning. Students will be able to interact directly with gathered data so they can observe various things and carry out different experiments, using reasoning skills. Students will have a better opportunity to start thinking deeply on theories and concepts in the curriculum learned in class through hands on experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in Science content as measured by the CUA, STAAR, teacher created assessments, MAPs, class performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, GLL</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Science materials for labs are in a common area; however, since we lost our Science Lab due to a growing staff and student population materials are not easily accessible. Staff suggested a mobile lab that can move from class to class. They also suggested that in the meantime grade levels give a list of needed science materials to the CIS for the month.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Continued progress. Leadership is looking into providing mobile science lab. In the meantime grade levels will provide a list to CIS to gather materials from bookroom and storage where materials are being housed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Monitor and coach teaching staff as they implement standards-based, aligned Science instruction through the Gradual Release of Responsibility instructional model. The CIS in conjunction with other campus leadership, through review of lesson plans, walk-throughs, PLC discussion, modeling lessons and feedback will ensure all teachers are effective in implementation of GRR driven instruction that includes academic vocabulary based on TEKS curriculum alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in Science content due to teacher efficacy in planning and executing Science instruction.</p> <p><b>Staff Responsible for Monitoring:</b> principal, APs, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> conitnued progress</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> continued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

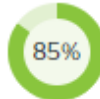



**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.





**Performance Objective 4:** By supplementing and differentiating curriculum and instruction based on the needs of all student groups (race/ethnicity, economically disadvantaged, special education, dyslexia, ELL, bilingual, GT), the percentage of students meeting or exceeding one year of academic growth as measured by STAAR Domain II will increase by two-percentage points, and the student performance in Domain III will reflect a closing the gaps score that exceeds the state average.





**HB3 Goal**




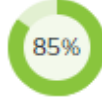
**Evaluation Data Sources:** Domain II Scores  
 Domain III Scores  
 Student sub-group STAAR performances

Strategy 1 Details	Reviews								
<p><b>Strategy 1:</b> All teaching staff will be provided training on the Response to Intervention process and on how to identify and serve students with dyslexia, ESL, Section 504, special education, and gifted education needs in the regular classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS; teacher participation; teacher participation feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 3</p>	<table border="0"> <tr> <td data-bbox="1276 602 1381 760"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 602 2028 760"> <p><b>November Evidence of Progress</b></p> <p>Met All staff were provided trainings mentioned above. SPED After School Specials are being provided monthly to increase general education teachers knowledge of SPED programs and procedures.</p> </td> </tr> <tr> <td data-bbox="1276 760 1381 917"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 760 2028 917"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1276 917 1381 1075"> <p><b>Mar</b></p>  </td> <td data-bbox="1381 917 2028 1075"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1276 1075 1381 1159"> <p><b>June</b></p> </td> <td data-bbox="1381 1075 2028 1159"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Met All staff were provided trainings mentioned above. SPED After School Specials are being provided monthly to increase general education teachers knowledge of SPED programs and procedures.</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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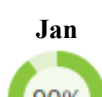
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Struggling students will begin academic interventions as soon as three weeks into the new school year. Interventions will include district-approved intervention programs as well as evidence based online &amp; face to face interventions targeting literacy skills. Three to four weeks before STAAR teams will do spiral learning and STAAR practice each day using TEKS aligned review materials as well as TFAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS; teacher participation feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   progress continues. Interventions have been started and RTI meetings happen whenever a teacher calls one and on a monthly basis to ensure interventions stay as fluid as needed for student growth to continue. Special Education After Specials continue monthly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   progress continues. STAAR Interim planning has started. The campus will have a campus wide mock STAAR Run in February. STAAR Boot Camps will begin end of March/Early April.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Academic Records of new students to campus will be reviewed for student needs and for immediate action to address student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement as measured by CUAs, MAP, STAAR, TELPAS; teacher participation feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS, Special Programs, Facilitator, ELL teacher</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   continued progress. Records are reviewed by office staff, leadership, SPED staff (when needed) and teachers as soon as students enroll and records are obtained.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   progress continues</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue to use the RTI process to provide academic and/or behavioral support to struggling students and to improve the referral process to special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   progress continues. Our campus uses the RTI process to provide both academic and behavioral support to students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   progress continues.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> The school schedule will provide at least an hour of student tutoring and enrichment time during the school day and 45 minutes to 2 hours of tutoring time after school for staff to implement research-based reading and math interventions and differentiation for all students who are struggling academically and to those experiencing learning gaps as a result of the COVID 19 pandemic. Staff will use supplemental resources such as LLI, Do the Math, Istation and ST Math. Staff will also use small group or 1:1 instruction with students. After school enrichment groups will also be provided during tutoring time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, teacher created assessments and teacher feedback. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Interventionists, Grade level leaders, mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Making progress. Before and after school tutoring has started for all grades K - 5. Unfortunately, only one teacher in 1st grade is offering tutoring after school at this time.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   progress continues</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> After each progress report and report card, grade level teachers and campus admin will rank students in the grade level to determine students in need of interventions in ELAR and math. Students in intervention needing to progress to another group will also be identified in this data meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement as measured by CUAs, MAP, STAAR, TELPAS, teacher created assessments, teacher feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Grade Level Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> RTI/data meetings are happening consistently</p> <p> 85%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> continued progress</p> <p> 90%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> After each CUA, campus administrators and grade-level teachers will use CUA grades to compare to rigor of student unit work and daily assignments, student daily grades to ensure alignment with how students perform on daily work versus unit assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by STAAR, MAP, F&amp;P, teacher created assessments and teacher feedback. Continued rigor of tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Grade Level Leader</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> making progress. CUA protocols/performance PLCs are happening regularly</p> <p> 85%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> making progress</p> <p> 90%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Provide for the needs of ESL students through an effective ESL campus-based program through supplemental curricula, instructional materials, educational software to include Learning A-Z and/or assessment resources for ESL students to increase academic achievement of English learners. The ESL teacher will also provide the classroom teacher with student progress reports as well as ideas on how to work with the ESL student in the regular classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, F&amp;P, teacher created assessments, teacher feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Making progress. All staff were trained by ESL teacher on how to work with students with ESL as well as on how to use language objectives along with targets. As a campus we are learning to do this well</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Making progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Implement Texas Performance Standards Project (TPSP) with GT-identified students. Ensure students and staff have necessary materials available for production of projects and enrichment for GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS (GT Coordinators), Counselors, Cluster teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Projects have not started however, teachers have started enrichment groups with higher achieving students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   making progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> The dyslexia teacher will provide 45-60 minutes of dyslexia program services to identified students during the day's tutoring schedule. She will also provide progress reports to the classroom teacher and provide the classroom teacher with ideas on how to work with students with dyslexia in the regular classroom. The dyslexia teacher will give dyslexia training to all teaching staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student achievement and teacher efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Dyslexia teacher, Campus Special Programs Facilitator, teacher with students with dyslexia</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   making progress. Dyslexia teacher has a time during all grade levels to pull students on her roster. Dyslexia training was given to all staff by district.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continued progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Meet bi-weekly with campus Special Programs Facilitator to ensure ARD, 504 decision-making for students aligns with campus mission and expectations for student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> adherence to time lines and assurance that student with special needs are provided appropriate services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Campus Special Programs Facilitator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Campus facilitator keeps admin and teachers well informed of meetings for SPED and 504. She shares her calendar and ensures to keep me aware of any oddities or changes in expectations of Special Programs by district.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Special Education and general education staff, as collaborative-teaching partners, will have time to plan together to ensure the achievement gap between general education and special education students continues to close.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance of special education students as well as general education student in core content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Campus Special Programs Facilitator, SPED and Gen. Ed. GLLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Weekly SPED PLCs are held in order to transfer information from district to campus; and to keep SPED staff aware of teaching strategies, any student issues, etc. to ensure student achievement gaps are closed. After School Specials also help general education teachers to increase their knowledge of SPED programs and procedures. General Education and SPED teachers/aides collaborate and co-teach on a consistent basis. Self-contained and Resource teachers have began working together on IEPs on a more consistent basis as well.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> continued progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.







**Performance Objective 1:** Throughout the 2023 - 2024 school year campus leadership facilitate PLCs and other Professional Development covering a variety of research based learning to increase the capacity of teachers to be effective in implementing intervention and instructional strategies. Both teachers new to the profession and new to the campus are well supported so that student achievement is positively impacted.

**HB3 Goal**

**Evaluation Data Sources:** Staff survey, Participation, Retention Numbers, Exit Reports

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The CIS will supervise the mentoring program and ensure teachers new to the district or new to the grade level are well aware that they have support. New teachers to KISD will be provided a mentor teacher to help the new teacher adjust to the daily demands of their work as well to help with lesson planning, student instruction and parent communication. Teachers new to the grade level/team will be provided a buddy to support them in acclimating to the new curriculum and other things that may differ from the prior grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Satisfactory completion of KISD Mentor Notebook; on a staff survey, teachers will respond positively to satisfaction with current job assignment, increased capacity of teachers to implement district initiatives and best practice instructional strategies resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> making progress </p> <p><b>Jan</b> <b>January Evidence of Progress</b> making progress </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide T-TESS training to all teaching staff. Campus leadership will conduct walkthroughs as well as campus and district coaching walk's and provide feedback to teachers throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher feedback on understanding of T-TESS ratings and how to achieve desired ratings. Increase in teacher efficacy in implementing instruction through the GRR. Increase student achievement. Increase in teacher TTESS ratings and the number of TTESS exemptions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes &amp; Programs 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> making progress </p> <p><b>Jan</b> <b>January Evidence of Progress</b> making progress </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Through the CFA 2.0 process, teachers and campus leadership will collaborate in grade levels during Wednesday planning days other campus planning days and on district planning days to examine Instructional Focus Documents as well as data from CUAs, STAAR released tests and teacher created assessments (student products) in order to deliberately plan differentiated instruction that ensures students learn grade level TEKS at the necessary rigor utilizing district-developed pacing calendars and GRR lesson framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers feeling part of a professional learning community, increased teacher capacity to execute effective instruction, increased student achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, GLL</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> showing progress </p> <p><b>Jan</b> <b>January Evidence of Progress</b> continued progress </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>






Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> CIS will facilitate ongoing RTI training to strengthen implementation of interventions and recommendations for special programs. CIS will facilitate bi-weekly RTI meetings with each grade level and ensure the use of common data tools to identify and monitor student progress based on intervention and effective assessment monitoring. CIS and Interventionist will assist teachers with effective intervention/ differentiation strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity of teachers to implement district initiatives in RTI and intervention/differentiated instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   showing progress</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>   continued progress</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	






**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** By the end of the 2022 - 23 school year, Clear Creek will improve parent and community communication, engagement and partnerships through increased opportunities to collaborate with campus, resulting in a 5% increase in family/community participation in the educational process.



















**Evaluation Data Sources:** Parent survey, Sign in sheets, Parent attendance at school-wide activities

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Clear Creek's Parent Liaison will participate with campus staff to coordinate regular parent engagement activities to establish and promote parent involvement in school processes. The Parent Liaison will also host our Kiddie College at least once a week.</p> <p>Some Family Nights scheduled for this year include:            Book Fair Night            Open House            Safety Night            Literacy Night            STEAM Night            Make it and Take it Night</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement. Parents feeling supported in getting siblings that are not yet school age prepared to go to school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison, CIS, Interventionists</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>            Making progress  </p> <p><b>Jan</b> <b>January Evidence of Progress</b>            continued progress  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Each student will be provided a campus-developed planner containing family engagement policies, home/school compact, year-round campus information with dates for campus activities (such as parent meetings, open houses, picture dates, lunch money reminders).</p> <p><b>Strategy's Expected Result/Impact:</b> parent survey will suggest parents are well informed about campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Every student who enrolls gets a campus planner (grades 2nd - 5th) or campus folder (grades PK3 - 1st)</p> <p> <b>100%</b></p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> <b>100%</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> <b>100%</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Clear Creek will keep the school's website and Facebook page updated to communicate campus activities to all campus stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent survey will demonstrate satisfaction with school communication.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, APs, Principal, Campus Tech</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Website and FB page stays active and updated</p> <p> <b>90%</b></p> <p><b>Jan</b> <b>January Evidence of Progress</b> continued progress</p> <p> <b>90%</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Wednesday folders will go home with each student. Wednesday folders will contain graded papers and parent information about school activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent survey will demonstrate satisfaction with school communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Wednesday folders go home every Wednesday and most campus information is distributed to families every Wednesday.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> ESL teacher will hold a parent meeting in the 1st semester of school to inform parents of her program and ways to help EB students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, F&amp;P, teacher created assessments, teacher feedback, and improved parent involvement students academics</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, ESL Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Meeting was advertised. Parents did not show. We will advertise another meeting.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Meeting was held this month. Parents expressed not being able to come to earlier meetings due to work hours. However, parents suggested that the 4:00 PM time is a good time to continue offering meetings.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>











Strategy 6 Details	Reviews								
<p><b>Strategy 6:</b> Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be posted on the campus web-site, distributed during the annual Title I meeting, and made available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement leading to increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I:</b> 4.1</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2024 256"> <p><b>November Evidence of Progress</b></p> <p>These meetings will be held in April of 2024. Last meetings were in April of 2023</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2024 414"> <p><b>January Evidence of Progress</b></p> <p>These meetings will be held in April of 2024. Last meetings were in April of 2023.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2024 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 521"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2024 521"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>These meetings will be held in April of 2024. Last meetings were in April of 2023</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>These meetings will be held in April of 2024. Last meetings were in April of 2023.</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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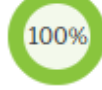
**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.







**Performance Objective 1:** Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly environment and reduce the number of disciplinary incidents from the previous year.



















**Evaluation Data Sources:** Disciplinary referrals

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Ensure teachers and parents are aware that parents can use the online Bullying Reporting system for the prevention, identification, response to and reporting of bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the ability of administration and parents to prevent/stop bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Information went out to all parents and staff that they can use the online Bully Reporting system. Staff were trained on how to use it.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b>  </p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide PD to support all campus staff on student behavior expectations and classroom management strategies to include school-wide rules, Restorative Practices (Respect Agreements, conferences) and bully prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 4, 6 - Perceptions 1, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All staff were trained in Restorative Practices through District and campus discipline and classroom management training was done at the beginning of the year. We have ongoing collaboration between staff and admin regarding restorative practices and discipline strategies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> continued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Continue meeting with Campus Conduct Committee to review monthly disciplinary reports for consistent use of disciplinary action across all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency on student behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 6, 7 - Perceptions 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> AP attends DCC meetings monthly. Meeting with CCC has not been as consistent.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> making progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide training on and conduct emergency operations required by KISD and Fort Hood to all campus staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Adherence to monthly safety drill schedules. Build capacity of teachers and students to know what to do in case of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Monthly and semester safety drills are done consistently</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide staff with child abuse training, specifically its identification and reporting requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff understanding that by law, staff working on a school campus are mandated to report suspected child abuse to the appropriate local authorities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, APs</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 7 - Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   counselors provided this training at the beginning of the year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b>  </p>






Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide staff with training on KISD suicide protocols and Trauma Informed Care.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff understanding of what to do when a child threatens to harm self or others. Build staff capacity to identify trauma in students and have the ability to intervene effectively and safely.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> counselors conducted this training at the beginning of year</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p> <p></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Counselors will provide students and staff with training on bullying and school violence concentrating on identification and prevention. Counselors will provide all students with class sessions on how to identify, prevent, act and resolve bullying issues as well as acts of violence on campus and off campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff identifying bullying and school violence and implementing strategies to eliminate bullying and school violence on campus. Students know what bullying looks like and have strategies to address bullying of themselves or others. Students will know how to react when witness to an act of violence.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 4, 7 - Perceptions 3, 6</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> Counselors trained staff and do classroom sessions daily on bully/violence prevention and mental health wellness.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> continued progress</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>







Strategy 8 Details	Reviews								
<p><b>Strategy 8:</b> Counselors will provide families with brochures and guidance to help them better understand what is and is not classified as bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will become aware of how to identify a bully and how to better report their concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administration</p> <p><b>Title I:</b> 2.5, 2.6, 4.1</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 6</p>	<table border="0"> <tr> <td data-bbox="1262 120 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 120 2032 256"> <p><b>November Evidence of Progress</b></p> <p>counselors send a monthly newsletter to staff and parents</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 409"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2032 409"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 425 1381 467"> <p><b>Mar</b></p> </td> <td data-bbox="1381 425 2032 467"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 483 1381 526"> <p><b>June</b></p> </td> <td data-bbox="1381 483 2032 526"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>counselors send a monthly newsletter to staff and parents</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 2:** KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

**Evaluation Data Sources:** Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Campus master schedule will provide students with 10 minutes of recess daily in addition to regular physical education classes (students receive at least 135 minutes of PE as required by the state).  <b>Strategy's Expected Result/Impact:</b> Increased student engagement in school work. Increased student physical health and stamina.  <b>Staff Responsible for Monitoring:</b> Principal, APs, lunch duty staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>                      Master schedule provides students with 10 minutes of recess daily and at least 135 minutes of PE  </p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> PE teachers will use instructional strategies that promote health and fitness as targeted by standard of TEKS Resources. Healthy habits will be promoted by coaches and all teachers and programs. Physical Fitness testing will be included in the PE program.  <b>Strategy's Expected Result/Impact:</b> Increased student physical health and stamina as measured by state Physical Fitness Testing.  <b>Staff Responsible for Monitoring:</b> PE Teachers, Classroom teachers, Principal, APs, CIS</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>                      showing progress  </p> <p><b>Jan</b> <b>January Evidence of Progress</b>                      showing continued progress.  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Counselors will provide students with classes regarding mental wellness. They will teach students healthy ways to react and/or get help when they are feeling sad, upset, irritated, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students expressing their feelings without threatening self-harm.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 6, 7</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> showing progress </p> <p><b>Jan</b>                      <b>January Evidence of Progress</b> showing continued progress </p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
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**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> The campus will follow a master schedule for differentiated instruction that will ensure protected instructional time and will provide teachers adequate time for collaboration, studying of the curriculum, planning for instruction and intervention (60 minute block for each grade level) to include special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize learning for all students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 1, 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Master schedule with all of the above has been provided to staff and is followed on a daily basis</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   conitnued progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> The campus SBDM will meet often to assess school policies, procedures and educational outcomes of all students. The committee will determine goals and strategies that need to be changed or implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure policies and goals are adjusted as needed to improve student achievement and increase safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 4 - Perceptions 1, 2, 3, 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   SBDM committee typically meets on the last Monday of the month. (not every month)</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continued progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	